

Study on the Correlation between Hearing Quality and Learning Ability

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Introduction

After studying thousands of students, doctor Bérard found out that *those with learning disabilities cannot pay attention to, nor understand easily oral lessons **due to the poor quality of their hearing**, while those who are smart at school have no hearing anomalies.*

Study

In the school year 2000-2001 a study was conducted by Mrs. M. Vega, practitioner of Dr.Berard's AIT method in Madrid (Spain), in two schools with the purpose to verify this hypothesis:

“The influence of a student’s hearing quality on school performance is so great that it is possible to identify those with learning disabilities just by their hearing quality deficiencies”.

Study Design

1. Reliability

The researcher would have no previous knowledge of the subjects: she would even ignore their age and grade, and, of course their school performance. She would test the hearing quality of the subjects without retrieving any further information from them and always in the presence of a third person who could witness that it was so that she proceeded in that manner. Eventually students would be identified by a code number, so that the researcher could treat the subjects anonymously when analysing the results of the hearing test.

The researcher was allowed to conduct her study but the selection of subjects was made by the teachers according to their own criteria. They selected three different groups of subjects. Refer to Figure 1 below for the composition of these groups. The subjects would be instructed by their teachers on how to do the audio test. By doing so, there was no need for the researcher to explain anything to them, preventing any insight on their intelligence from eventual answers or comments.

2. Methodology

2.1. The researcher would test both how much and how well each student could hear. The audio test would let her know hearing keenness in eleven sound frequencies, as well as response timing, laterality and selectivity.

2.2. Audio testing results would be used to classify subjects in two different groups according to the presence or absence of deficiencies in hearing quality.

2.3. If Berard's hypothesis is verified by this study, those with deficiencies in their hearing quality would have learning disabilities.

2.4. The researcher's conclusions would eventually be compared with the actual learning performance of each subject as testified by the school records and staff.

Hearing Quality / Learning Ability Study

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Age - Years	6 – 11	12 - 16	16 - 18
Number of Students	60	50	48
Typical	30	36	29
Learning Difficulties	30	14	19
Predicted By Listening Test	93.1 %	92.9 %	94.7 %

Verification of Dr.Berard's Hypothesis

The researcher considered Dr.Berard's hypothesis verified in the three groups under study and her overall conclusion is that hearing quality (hearing intelligence) is so important for classroom activity that learning success and failure depend on its level. If a student's grades are consistently low, you can guess that her/his hearing quality is poor. If an audio test shows that a child has a deficient hearing intelligence, most probably she/he is not among the top students.